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Student Teaching Elementary
Lesson Plan

House of Tailors

A Lesson Plan on Immigration

AGE/GRADE: 4th/5th **TIME:** 50 minutes

BACKGROUND: Students have been listening to *House of Tailors* by Patricia Reilly Giff during their read-aloud once per week as a part of their semester-long immigration study.

OBJECTIVE: To have students be able to effectively recall information from their class reading book and apply it, making predictions in the story and understanding the main character in the present moment.

GOALS:

1. Class rules: Students will work as a class to recount information from the story, practicing speaking in turn and active listening.
2. Small group work: Students will practice small group communication and presentation skills by creating tableaux.
3. Large group work: Students will practice active listening and speaking skills through use of thought tunnel.
4. Processing: Students will think critically about the novel by using their knowledge to make story predictions and will exercise their imaginations to come up with a believable line for an object or story character.
5. Literacy: Student will use written reflection to dissect the lesson.

STRUCTURE:

Preparation

Beforehand, teacher will draw an outline of the character Dina and tape it to the wall. The teacher will also draw the outline of Dina's house on another sheet and tape it up next to the one on Dina. The teacher will also make flashcards for each of the numbers 1-5.

Presentation

1. The teacher will then ask the class to gather in the meeting area and explain what the class is going to do for the lesson. 1 min
2. The class will be asked to describe everything they know about Dina. The teacher will write the students' ideas in the Dina outline. (Alternative: If students are comfortable writing or need to practice writing large for a group to see, the students may be allowed to write one at a time on Dina's sheet) 5 min
3. The class will then make a list of items and people in Dina's house. The list will be recorded in the house outline. 5 min
4. Finally, the class will be asked what is happening with Dina now and what steps led to her current predicament. The class can vote on their top four events or, for the sake of time, the

teacher may choose. The teacher will assign a number to each of the events, the fifth event being Dina's present moment. 5 min

Practice

1. The teacher will divide the class into five groups. Each group will draw a numbered flashcard, indicating which event they will depict. 2 min
2. Students will be instructed to create a tableau of the different events written on the board. They may need a refresher on the components of a tableau. The students playing Dina in their tableau will be reminded to look at the class list of what is known about Dina for information on playing her character. Each group will be given 5 minutes to construct a tableau. 5 min
3. While the students are working on their tableaus, the teacher will write each of the people and objects in Dina's house on an index card, one for each child in the class. One card will have Dina's name on it. If the class didn't brainstorm enough for one each, the teacher may wish to assign the same object to multiple cards.
4. When five minutes are up, groups will be instructed to seat themselves in the meeting area. Groups will be called one at a time to present their tableau in the order of events leading up to the present moment. 5 min
5. Using the tableaus as reference, the class will discuss what is going on with Dina at the present moment and why. They will discuss why she is leaving and saying goodbye to everything and everyone in her house and how she feels. 3 min
6. Next, each students will draw an index card with a name or object on it. Students will be asked to think of what the object or person would say to Dina before she leaves the house if they were able to talk. The student who draws Dina will be asked to think about what she would want to say as she was leaving. Students will share their person/object and line with one other student, checking to see if the line makes sense and is easy to understand. 4 min
7. The class will then be asked to make two lines facing one another with enough space in-between for one person to comfortably walk. The person who drew Dina will be asked to stand at one end of the "tunnel."
8. Dina will say her line to begin. She will then walk through the space and pause at each classmate. Each student will be instructed to hold up his/her object/person card and say their line when Dina walks by. When Dina is at the end of the tunnel, she will be asked to say whatever she feels like to the group. 6 min
9. The class will then be asked to be seated. The teacher will lead a discussion on how they each felt about Dina leaving and how Dina felt about her situation and having to say goodbye to everyone and everything. 5 min
10. The class will then be asked to take a few minutes to write silently in their journals about what they think will happen next to Dina and her family. 5 min
11. The teacher will then lead a discussion about how they thought the activity went and any questions or concerns they have. 3 min

MATERIALS:

- chart paper and markers
- chart with outline of Dina
- chart with outline of Dina's house
- five cards with numbers 1-5
- set of blank index cards, one for each class member

ASSESSMENT:

- Based on class discussions, the teacher can read journals and note whose predictions are logical/illogical
- Teacher should note who raises their hand during discussions and who contributes in what way
- Teacher should look for proper use of class rules and active listening
- Students determine accuracy of each other's one-line statements in "tunnel"
- Discussions may contain valuable feedback for students as well as the teacher

EXPANSION:

- Students may draw a picture of their object/person on their card
- Students may draw a map of Dina's house
- Students may write their own "character outlines" of their objects/people after getting practice with doing Dina as a whole class
- Students may alternate being Dina and/or switch object/person cards with classmates
- Students may make a collage of objects/people in Dina's house by cutting out pictures in magazines
- Tableaus may be thought-tracked (ask each character to say one thing that is going on in their mind)
- Tableaus may be activated (the students may act out the steps leading to the next tableau in the sequence)